

# **PERSON-CENTERED THINKING and PLANNING**

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**PRESENTERS:  
Jennifer Wyble and  
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# PERSON-CENTERED THINKING VALUES

- Quality of life – has no standard definition
- Everyday it is determined by the things important to us, AND the opportunity to do those things
- Based on our own perspective depending on our life experiences

# Person-centered values

- Examines our mindset

For successful implementation:  
Our core values = consistency  
with person-centered values

# Person-centered thinking values

- Participation
- Relationships
- Interdependence
- Independence
- Motivation
- Respect



# Person-centered thinking PROCESS for learning

- ASKING
- LISTENING
- UNDERSTANDING

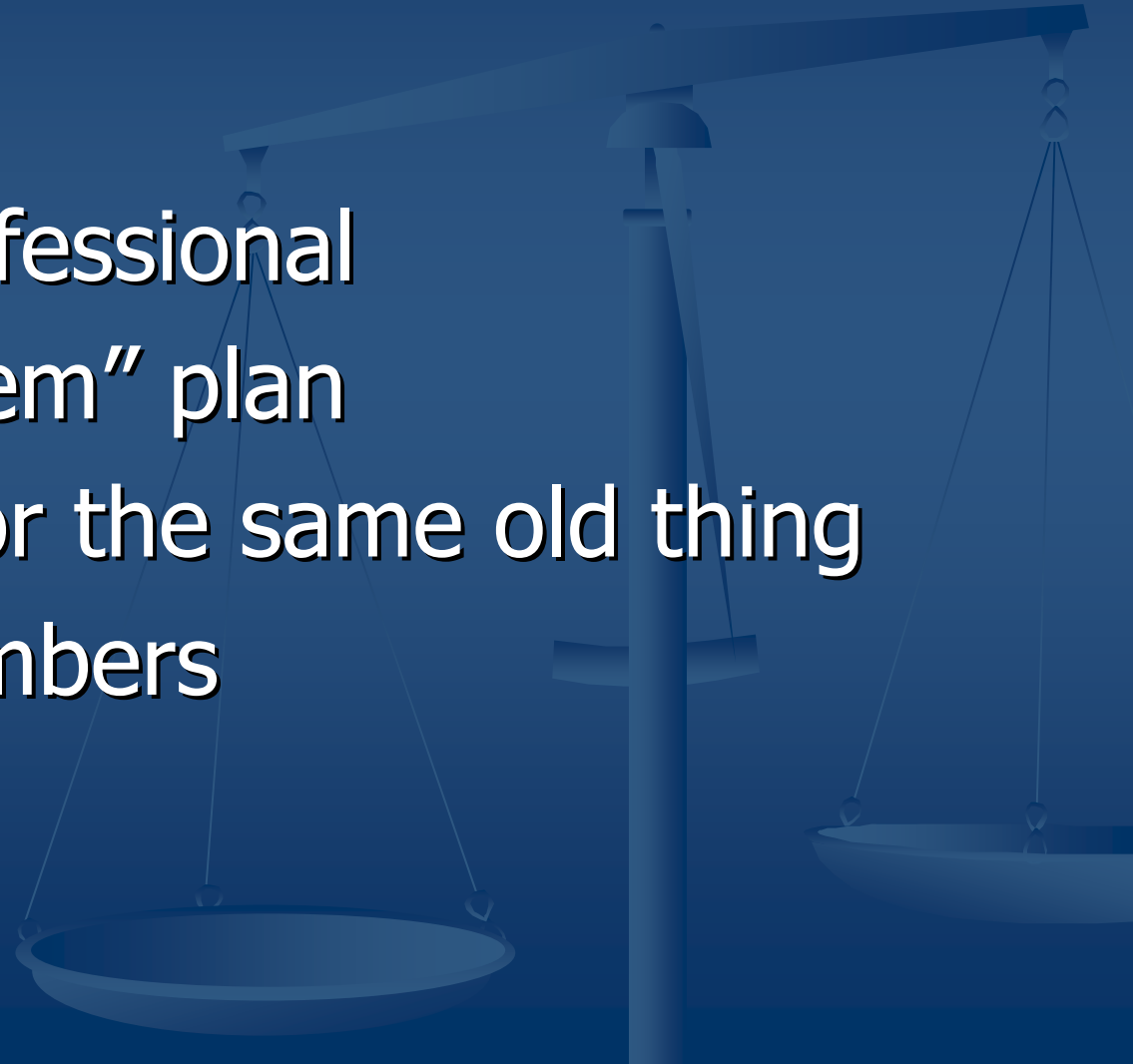


# PROCESS for learning

- Planning: (Process, person focused, change, possibilities, team work, flexible, individualized, on-going learning, information sharing, one person at a time)
- Implementation: Action, no action = “dead” plans
- Assessing: (What’s working & what’s not, continuous learning, recognizing barriers, problem solving, shared commitment)

# Person-Centered Process IS NOT

- One time deal
- About the professional
- About a “system” plan
- A new label for the same old thing
- About the numbers



# PROCESS = Person-centered work (What we do and how we do it)

- PERSON

- PLAN

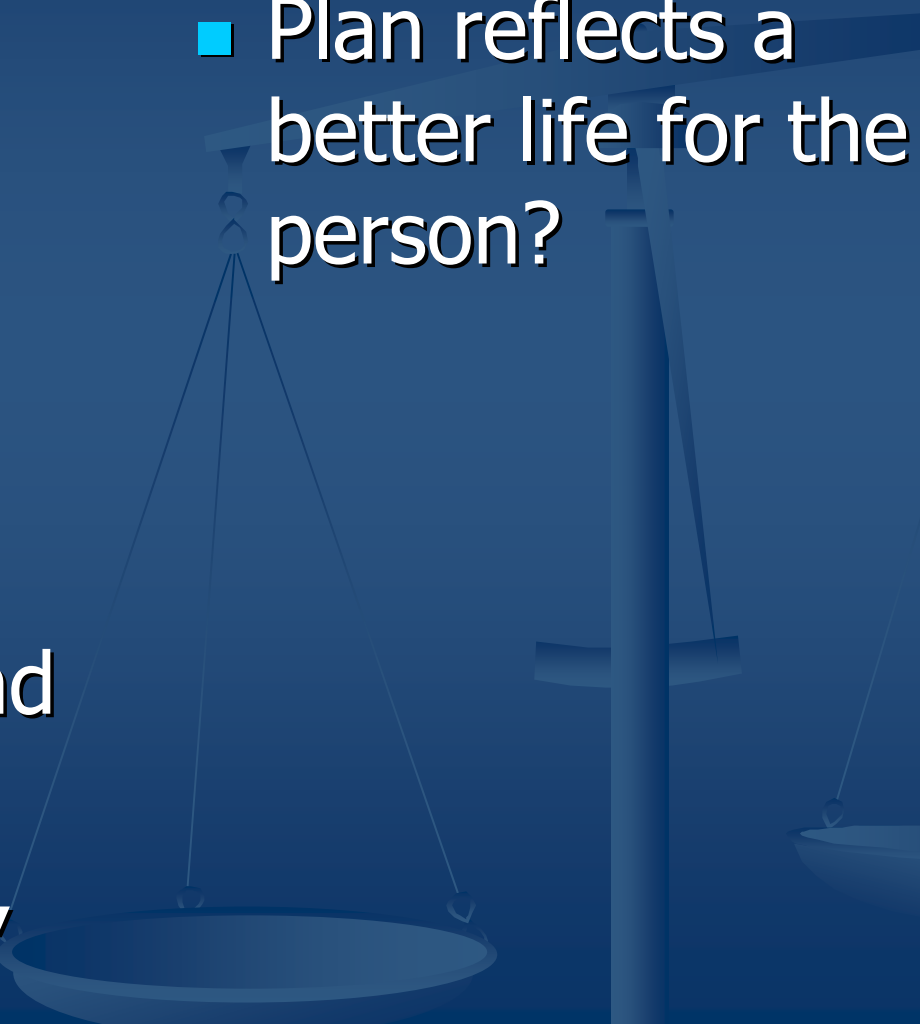
- TEAM

- ORGANIZATIONS



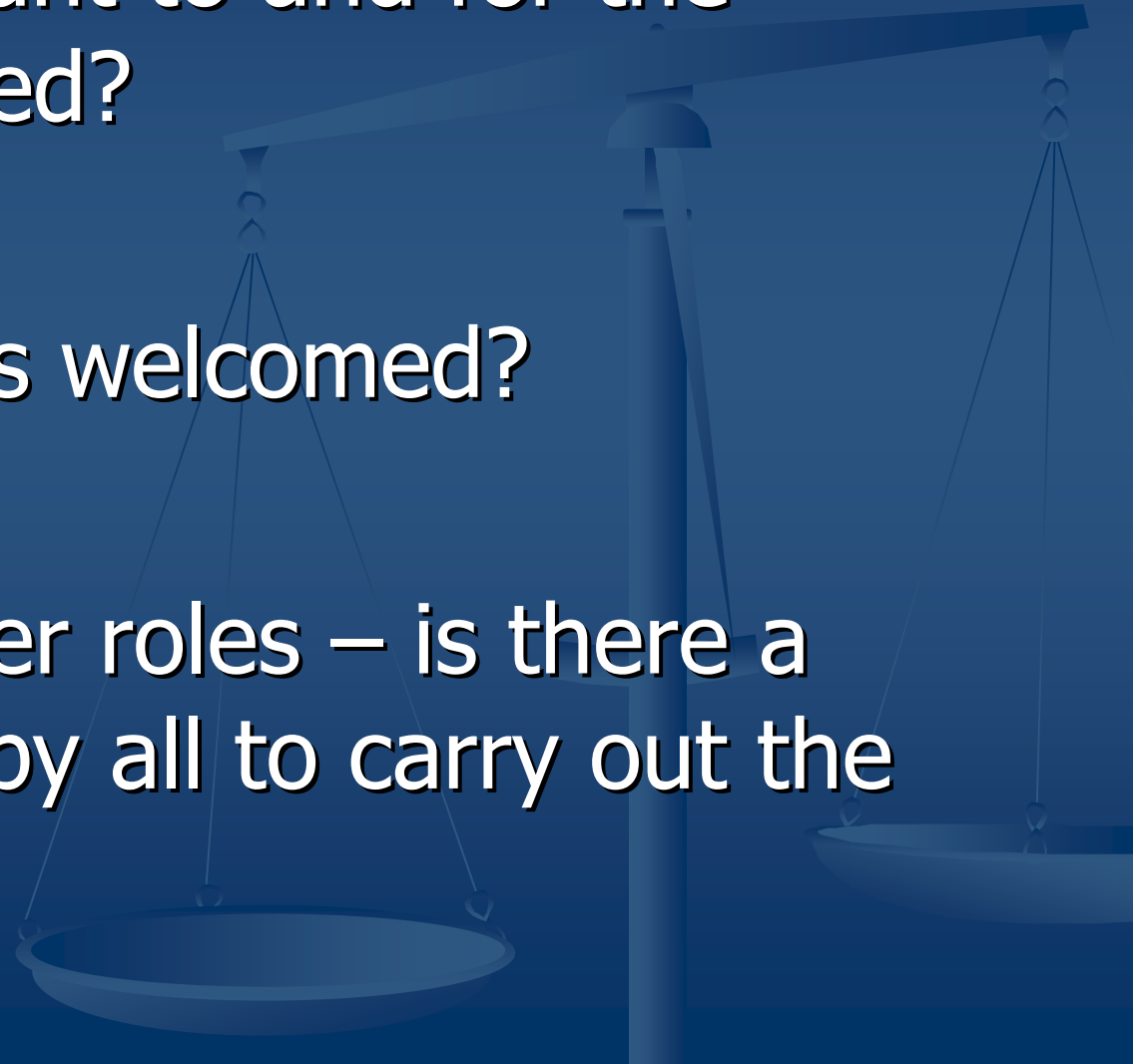


# THE PERSON AND THE PLAN

- Is the person involved in the process = contribution?
  - Partnership = Shared vision and Agreement between person, team members?
  - Plan reflects a better life for the person?
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# Partnership

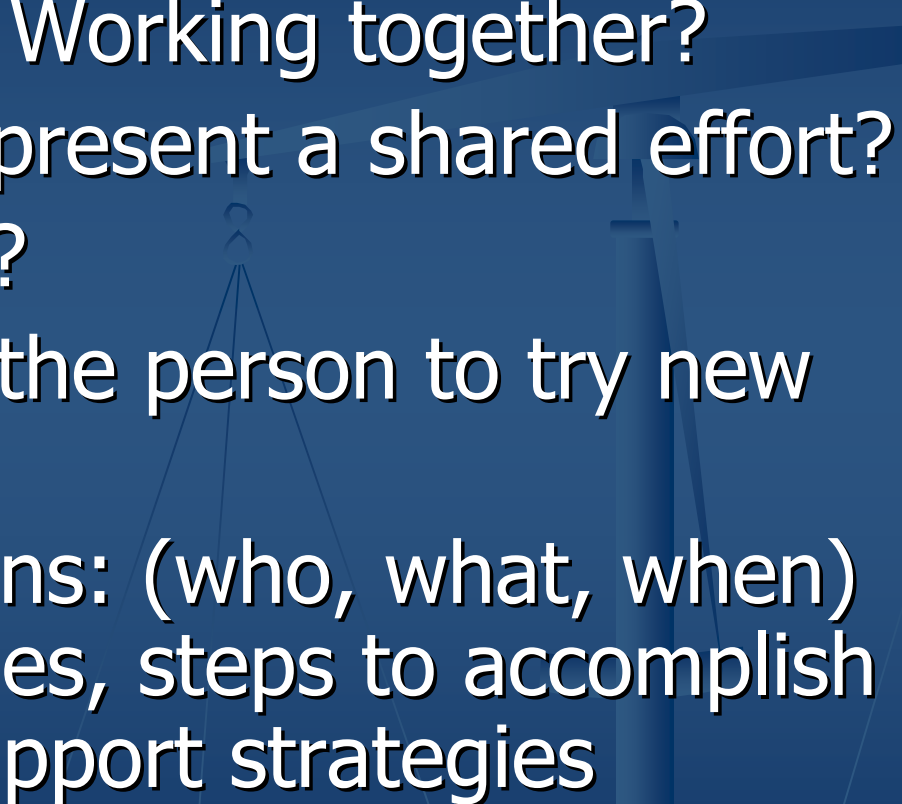
- Those important to and for the person involved?
- New members welcomed?
- Team member roles – is there a commitment by all to carry out the plan?



# Plan Supports Community Life

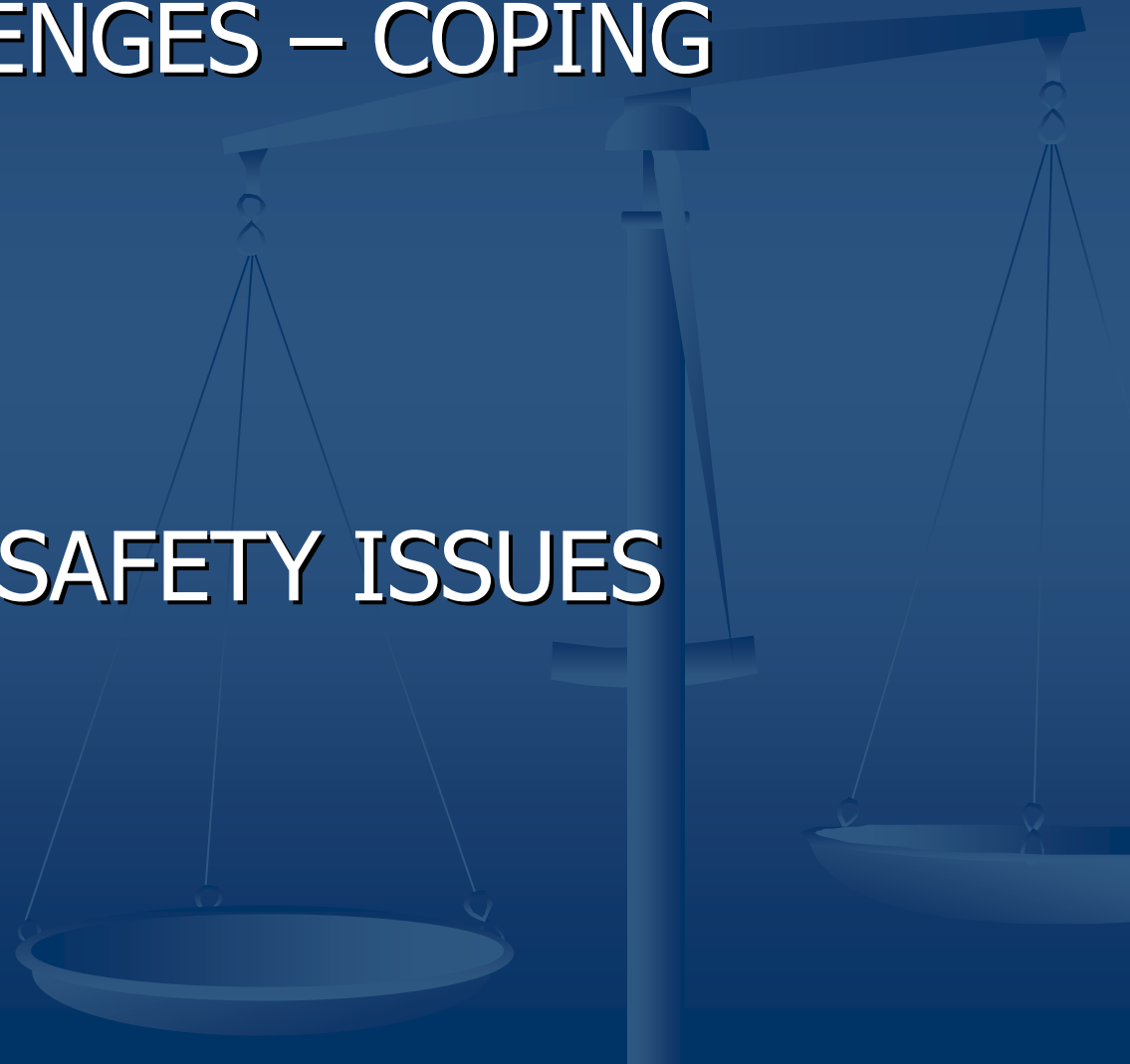
- Future planning needed?
- Understanding of the person's interests, gifts, talents, desires and NEEDS?
- Outcomes and strategies promote the support for positive roles in the community?
- Plan clearly explains how to support the person to live, work and grow and enjoy community life?
- Natural supports Vs. Paid supports

# Commitment to Action

- Team building - Working together?
  - Do outcomes represent a shared effort?
  - Problem solving?
  - Opportunity for the person to try new things?
  - Clear Expectations: (who, what, when) includes outcomes, steps to accomplish the outcome, support strategies
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- A faint, stylized illustration of a balance scale is visible in the background. The scale is positioned on the right side of the slide, with its vertical pillar and horizontal beam extending across the frame. The pans are visible at the bottom, and the overall image is rendered in a light blue tone that blends with the dark blue background.

# Commitment to Action

- DAILY CHALLENGES – COPING SKILLS
- HEALTH AND SAFETY ISSUES ADDRESSED?



# Continuous Learning

After all is said and done:

- Team members continue to listen, learn, understand, plan and assess

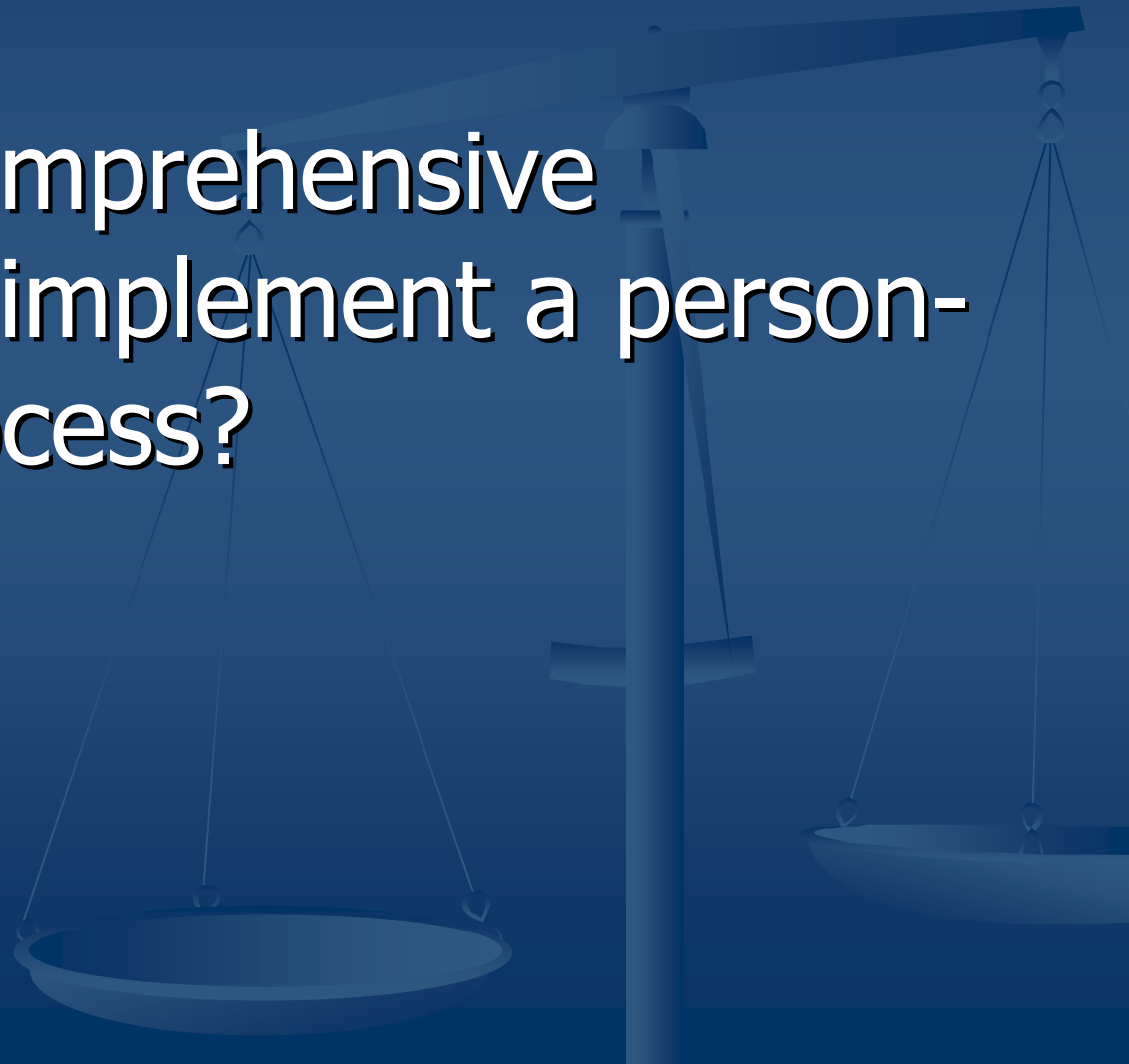
Is there evidence (documentation) that tells us it's working or not!

# THE TEAM

- Know their purpose
- Respect the person and each other
- Feeling of Trust and Partnership
- Keep each other informed – communication
- Evaluate the effectiveness of their role and the plan (checking back as often as needed)

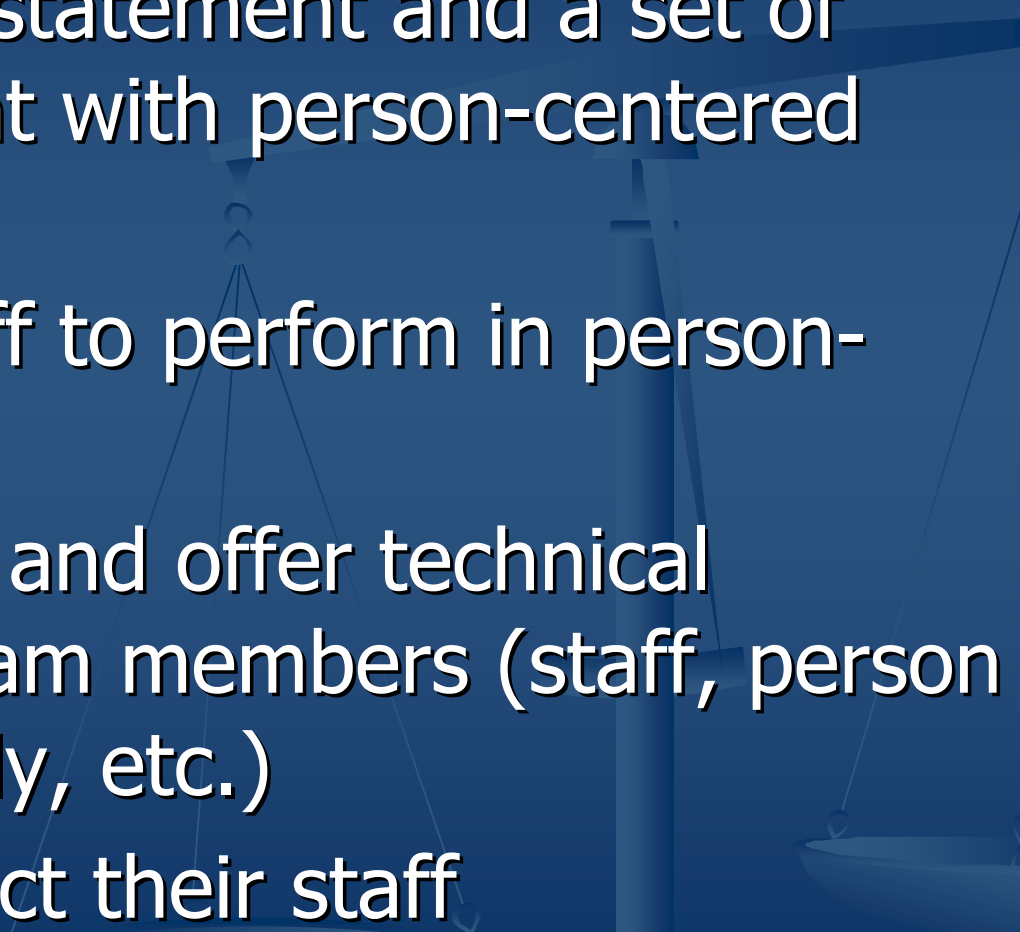
# ORGANIZATIONS

- Is there a comprehensive approach to implement a person-centered process?

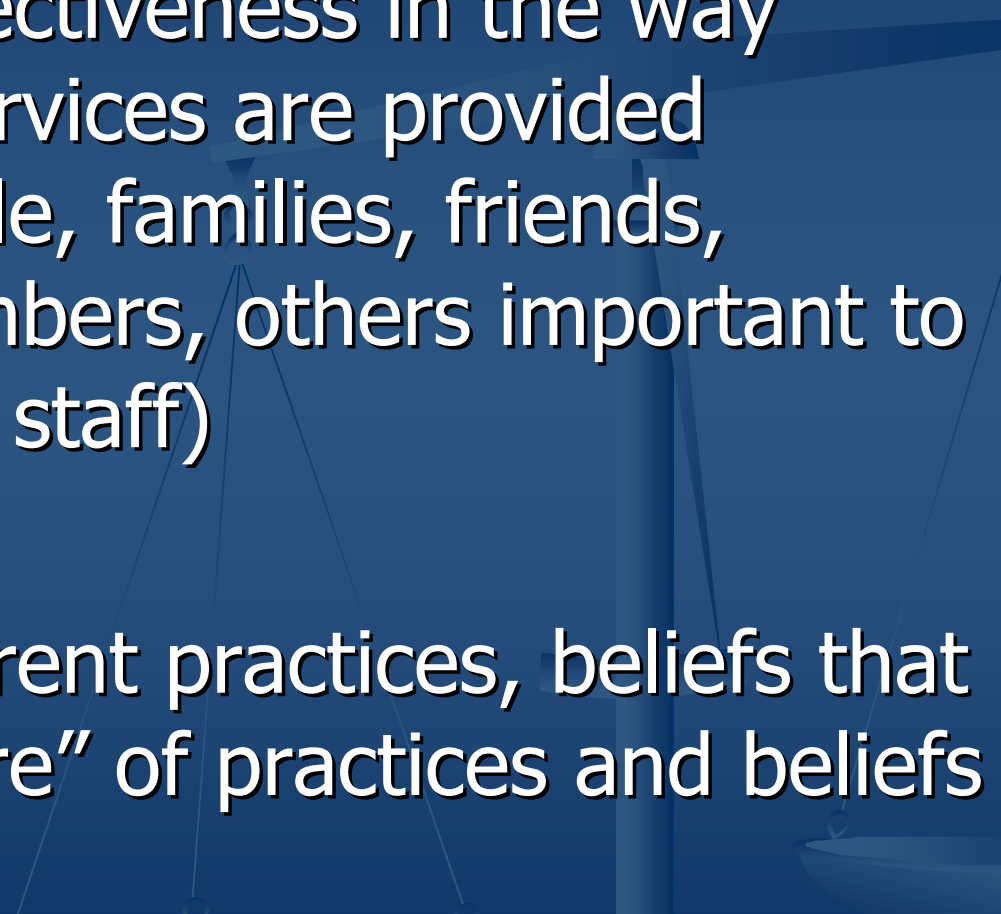




# Organizations must:

- Have a mission statement and a set of values consistent with person-centered values
  - Expect their staff to perform in person-centered ways
  - Provide training and offer technical assistance to team members (staff, person supported, family, etc.)
  - Value and respect their staff
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# Organizations must:

- Evaluate its effectiveness in the way supports and services are provided (talking to people, families, friends, community members, others important to the person, and staff)
  - Examine its current practices, beliefs that creates a “culture” of practices and beliefs by staff
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# OTHER APPROACHES

- 
- Personal Futures Planning
  - Essential Lifestyle Planning
  - PATH
  - MAPs
  - Beth Mount
  - Michael Smull
  - John O'Brien, Marsha Forest
  - Forest



HOW DO YOU START  
TO MAKE A CHANGE?

# Person Centered Thinking

Dead and happy are incompatible

But

Alive and miserable is unacceptable

# **Important to**

**What is important to a person includes only what people are “saying”:**

- ☐ **with their words**
- ☐ **with their behavior**

**Where what people say is different from what they do the bias is to rely on behavior.**

# **Important for**

**What is important for people includes only those things that we need to keep in mind for people regarding–**

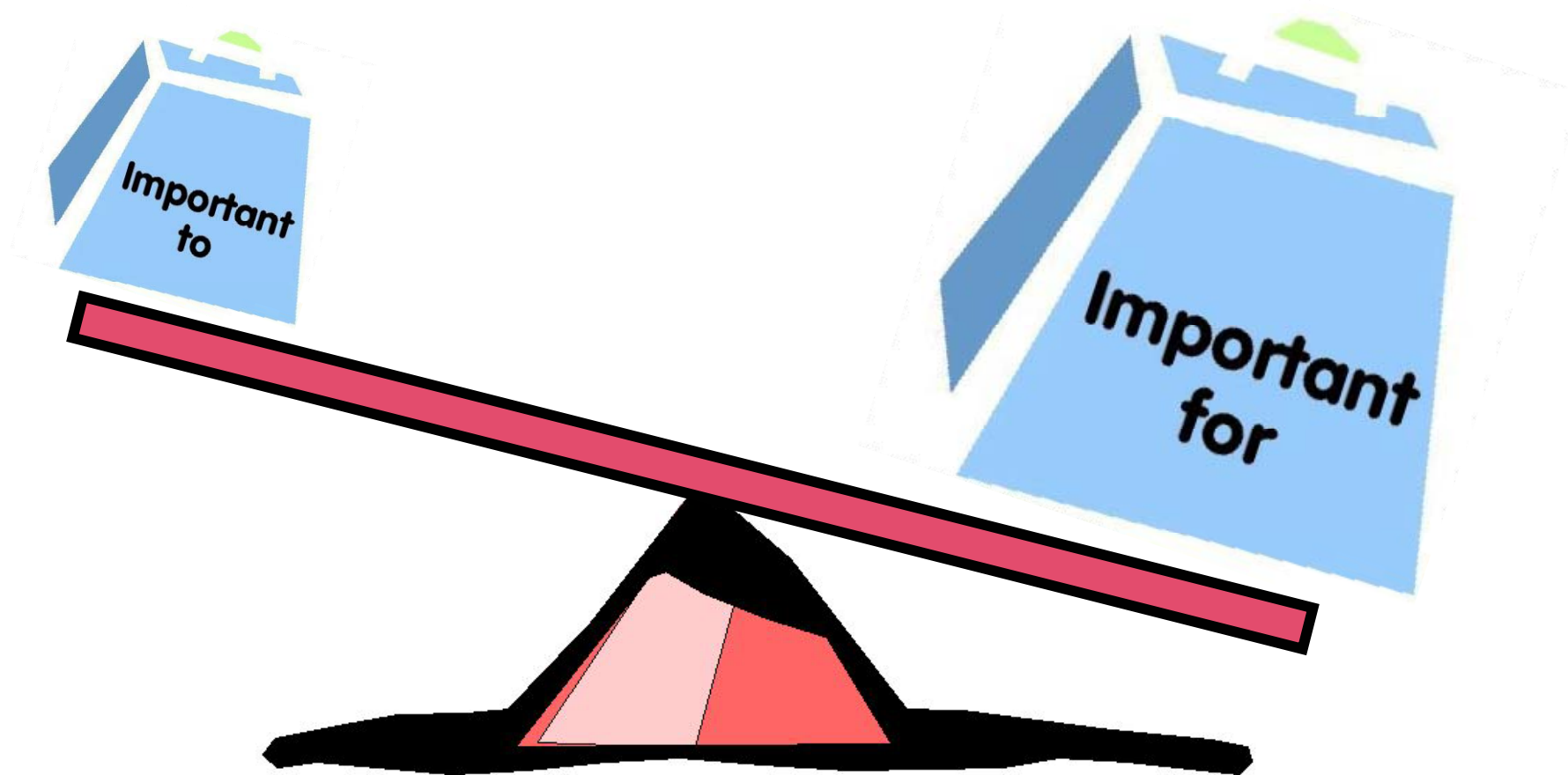
- ☐ Issues of health or safety**

- ☐ What others see as important to help the person –**

- ☐ Be valued members of their communities**



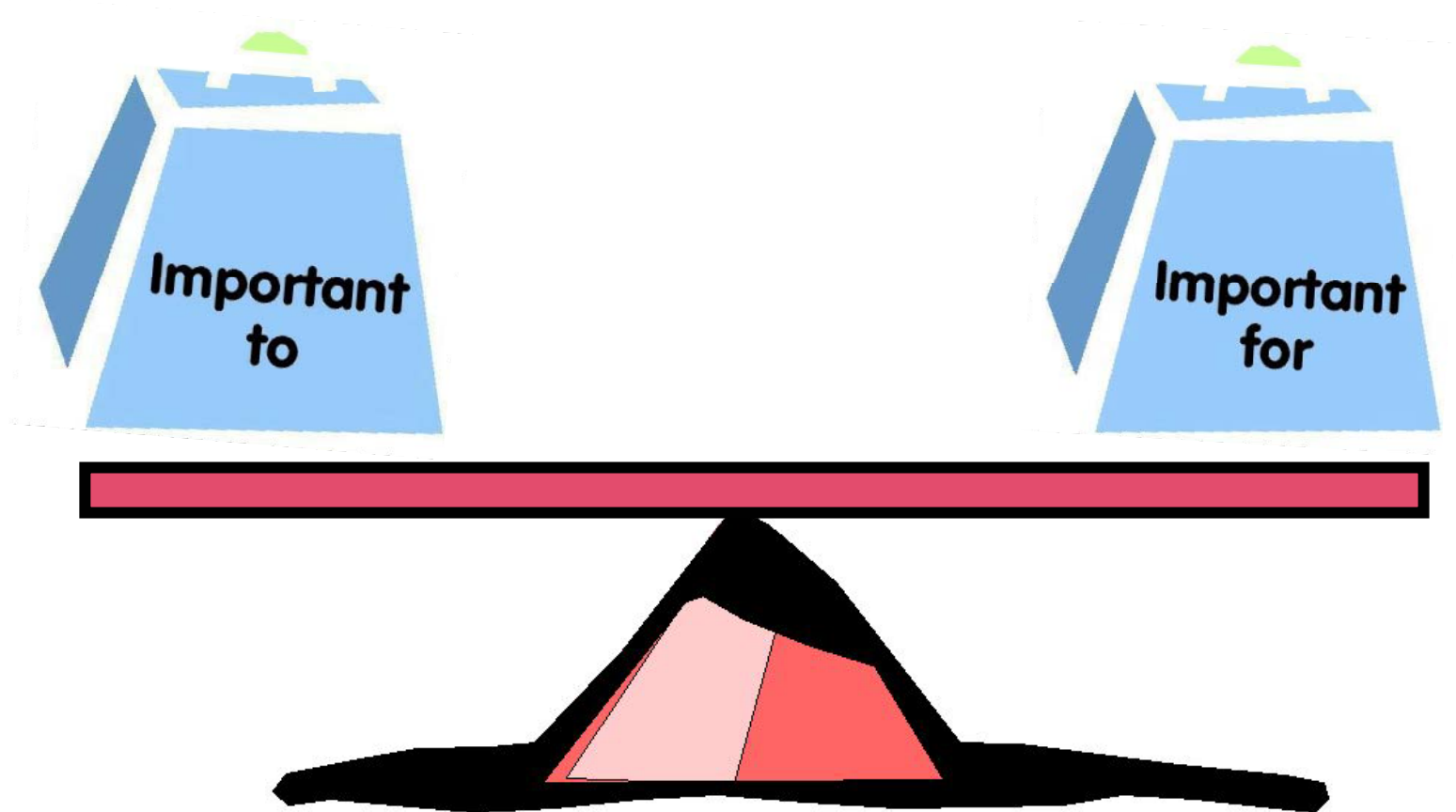
# Health and Safety Dictates Lifestyle



# All Choice, No Responsibility

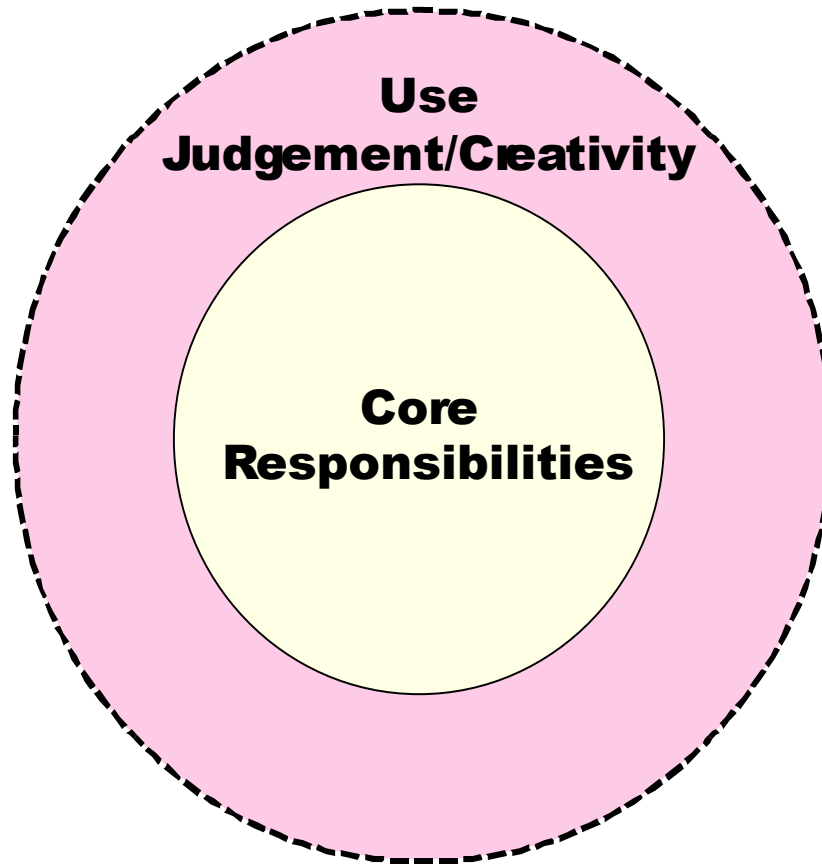


# Balance



# Inside a Person's Life

**Not Our “Paid” Responsibility  
(Domain of friends)**



FROM THE PERSON'S  
PERSPECTIVE

What makes sense  
The “up” side  
What is working right now

What does NOT make sense  
The “down” side  
What is NOT working right now

USE THIS  
INFORMATION  
TO BUILD THE

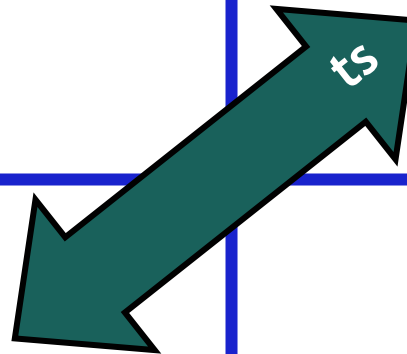
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OF THINGS  
THAT ARE TO  
STAY THE  
SAME

USE THIS  
INFORMATION  
TO BUILD THE

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FOR THINGS  
THAT NEED  
TO CHANGE



FROM OUR PERSPECTIVE

**Imagine that there is a new disease that is spread by mosquitoes and you have been bitten –**

- **The bite 1<sup>st</sup> causes a rash and then 2 weeks of paralysis**
- **During the paralysis you will need personal care for everything**

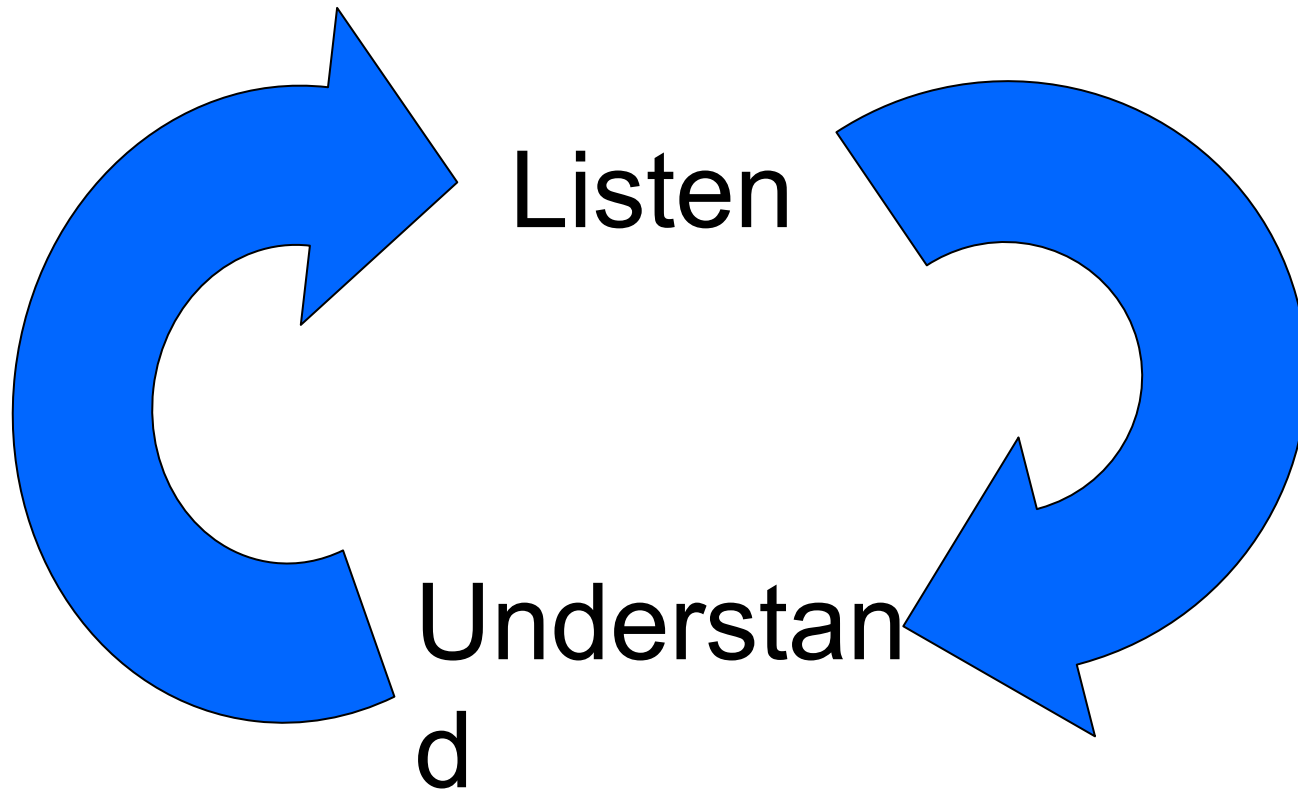
**You are now looking for the person who will provide the care and you are going to fax me a list of characteristics to look for and to avoid –**

- **Look at your list of characteristics**
- **Circle the ones that must be present and the ones that must be absent**
- **Add any that are missing**
- **Clarify any that are too general to allow me to match you are the person providing the care**

**Because there are a lot of people who have been bitten the demand for personal care services is high. I tell you that you will just have to accept whoever I send. The person that comes has the characteristics that you said needed to be absent. But except for being able to talk you are paralyzed.**

**What would you do?**

What you hear depends on what you are  
listening for





“Frames are both windows on the world and lenses to bring the world into focus. Frames filter out some things while allowing others to pass through easily. Frames help order our experience and decide what action to take... Frames are also tools for action, and every tool has its strengths and limitations.”(Bolman and Deal, 1991)



# 7 questions that you should be able to answer for each person you support

1. What is **important to** the person?
2. What is **important for** the person?
3. Is what is **important for** being addressed in the context of what is **important to**?
4. Is there a “good” balance between **important to** and **important for**?
5. What does the person **want to learn**, what else do we **need to learn**?  
If the person is to get the balance described and we are to learn -
6. What **needs to stay the same** (be maintained or enhanced)?
7. What **needs to change**?

**What is -**

**Important to Jana**

**Important for Jana**



**What else do you need to learn/know?**

**Core  
responsibilities**

**Use judgment and  
creativity**

**Not our paid  
responsibility**

Your guess' about Kathleen's perspective	What makes sense, is working, the up side, right now	What doesn't make sense, is not working, the downside, right now
Guess's about Kathleen's mother's perspective		
Guess's about staff's perspective		

## **Things to figure out about Kathleen, what else we need to learn**

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**What makes sense, is working, the  
up side, right now**

**What doesn't make sense, is not working,  
the downside, right now**

**From your perspective**

**From the perspective of  
someone who knows you**

## Action Plan/Goals

<b>Desired Outcome:</b>	
<b>Discussion/</b> <b>Justification:</b>	

What needs to be done	Who's responsible	By when



**Characteristics of people I like to work with**

**Characteristics of people I like to hangout with**

**Characteristics of people I don't like to work with**

**Characteristics of people I don't like to hangout with**

## Matching staff with the people supported

For:

Supports wanted and needed	Skills needed	Personality Characteristics Needed	Shared common interests (would be nice to have)